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ABSTRACT

This document reports the results of a survey conducted to determine the employment status of the 1989-90 cohort of graduates from the Faculties of Education of the Province of Alberta. Also under investigation was the proportion of graduates who entered the teaching profession in Alberta immediately upon graduation. Recent projections of teacher supply and demand in Alberta indicate that there is likely to be an increasing demand for teachers generally and in certain subject specialties in particular. A sample of 618 Bachelor of Education graduates in Spring 1990 was drawn from 3 Alberta universities. It was found that 95 percent of these graduates had applied for an Alberta teaching certificate, but that only 47 percent were teaching full-time in Alberta schools. Questionnaires were sent to a random sample of 542 graduates of education faculties, of which 282 (52 percent) were returned. Of the 282 respondents, almost 60 percent are teaching full time and approximately 23 percent are teaching part time. Almost 95 percent of these teachers have an Alberta teaching certificate. The findings of the study confirm Alberta Education's estimate that approximately 37 percent of the graduates from the Faculties of Education in Alberta do not teach in Alberta. Informants' suggestions formed the basis for policy recommendations that focus on attracting teachers to rural Alberta schools and on ensuring that hiring practices of school boards are fair toward older female applicants. Appendixes provide a copy of the questionnaire, and respondents' open-ended comments. (Approximately 25 references and 26 tables complete the report). (LL)

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DO ALBERTA'S FACULTIES OF EDUCATION GRADUATES TEACH IN ALBERTA SCHOOLS?

Results Of A Survey Of Recent Graduates of Alberta's Faculties of Education

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DO ALBERTA'S FACULTIES OF EDUCATION GRADUATES TEACH IN ALBERTA SCHOOLS?

Results Of A Survey Of Recent Graduates of Alberta's Faculties of Education

Report to the Policy and Planning Branch of
Alberta Education
and the
Cooperative Committee on
Research in Teacher Education
of the Alberta Teachers' Association

by

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ABSTRACT

Context

The major purpose of this study was to determine the employment status of the 1989-1990 cohort of graduates from the Faculties of Education of the Province of Alberta. The study investigated the proportion of graduates who enter teaching in Alberta to determine factors influencing a graduate's decision to enter teaching, and to determine if policy planners can count on a provincial talent pool of trained teachers who are not currently teaching but who might teach in the future if positions become available. The study was commissioned because, in recent years, between 40 percent and 50 percent of Alberta's education graduates have not entered Alberta's teaching force immediately upon graduation. With teacher demand expected to increase in the mid-1990s as a result of increased retirements, there is need to determine if more education graduates would be likely to take teaching positions in Alberta's schools to help meet this expected increase in demand for teachers.

The review of the literature reveals major swings in the recruitment of teachers and the supply of graduates from 1945 to the present. The rapid demand for teachers and the consequent shortage of trained teachers during the period when the "baby boom" generation attended school was followed by a period of declining enrollments and a surplus of teachers. This latter period saw school closures and reductions in the enrollments in Faculties of Education. Today, the American literature in particular is forecasting major teacher shortages as an aging teaching force prepares for retirement and enrollments in teacher education programs have not increased to provide teachers for a growing school population.

The Canadian literature is more modest in its predictions. However, recent projections of teacher supply and demand in Alberta by Alberta Education and Alberta Advanced Education indicate that there is likely to be increasing demands for teachers generally and in certain subject specialties in particular.

Overview of Findings

A random sample of 618 B.Ed. graduates in Spring 1990 were drawn from the three Alberta universities. Alberta Education confirmed through a record check that approximately 95 percent of these graduates did apply for an Alberta teaching certificate. Only 47 percent were teaching full-time in Alberta schools, 16 percent were teaching on a part-time basis and 37 percent were not teaching in Alberta schools.

Of the total sample, there were 282 usable responses. Of this group, 95.5 percent had applied for an Alberta teaching certificate and three percent had also applied for a certificate in another jurisdiction. Less than five percent had not applied for a teaching certificate, a proportion which is similar to that of the entire sample of 618 graduates. Of the 282 respondents, 60 percent were teaching full time, 23 percent were teaching part time and 18 percent were not teaching. Respondents who are not teaching in Alberta are under-represented compared to the total sample. We can assume that many of those who did not respond to the questionnaire had moved (their questionnaires were returned as undeliverable).

Of those who responded, the reasons for not teaching are varied. Some have family responsibilities; some are continuing their education; some have not been able to obtain positions where they live and are unable or unwilling to move; others are pursuing other careers. Less than half of those who are unemployed (45 percent) are looking for full-time teaching positions.

Follow-up interviews were held with 32 graduates who are not working in teaching full time. All currently are engaged in part-time or substitute teaching. Three themes emerged from these interviews. Many individuals are tied to a given location due to family responsibilities and the lack of mobility of their spouse. A few complained of discriminatory hiring practices by school boards for appearing to show preference for younger applicants. Some indicated that their specializations were not in demand.

SECTION 1

LITERATURE REVIEW

Statement of the Problem

In the last four to five years there has been an increasing discussion of possible shortages of teachers beginning with Alberta Education's report in 1988, *Alberta Teacher Supply & Demand Forecast: School Years 1988-89 to 1991-92*. The report states: "by the mid 1990s, it is possible that due to increasing retirements, Alberta may face a teacher shortage." A second report *Update on Teacher Supply and Demand in Alberta 1990/91* (Alberta Education, March 1991) confirmed the continuing difference in the teacher supply and demand situation between rural and urban school boards, and the potential shortage in certain subject areas, such as French, special education, music, science, mathematics, and counseling. While these studies provide trend analyses, it is important to have not only accurate estimates of the number of graduates of Faculties of Education, but also a picture of where the graduates go. The purpose of this study is to focus on recent teacher education graduates, especially those who are not teaching, and to determine why they are not teaching, whether they would consider teaching in the future, and how they differ from the graduates who do teach in Alberta schools.

Potential for Shortages in Teacher Supply

In recent years teacher retention and recruitment have become major concerns for educational systems across North America. In the United States, studies such as Darling-Hammond's (1984) predicted that by 1988 the supply of new teachers would only satisfy about 80 percent of the demand. The National Centre for Education Statistics (NCES) estimated that between 1989 and 1993 the United States will need about one million teachers (cited in Hawley, 1986, p. 721).

In Canada the report by the Canadian Teachers' Federation (1988) predicted that the nation will need at least 30,000 new elementary and secondary school teachers by the year 2001. However, a recent study commissioned by the Maritime Provinces Education Foundation (1991) concluded that the overall supply of teachers in that region would be sufficient, at least until the year 2000, with a surplus of teachers peaking in the year 1992-93. The study projects that the existing pool of over 5000 anglophone and francophone substitute and unemployed teachers residing in the three maritime provinces will be sufficient to meet the demand for teachers. A survey of Alberta's superintendents of schools (Alberta Education, 1991) revealed that nearly 15 percent of the superintendents reported that they were unable to fill at least 30 positions, particularly in the areas of French immersion, special education, counseling, and subject combinations. Nearly 40 percent of the superintendents reported making adjustments in staffing to handle unfilled or unfillable positions, and 53 percent of them were of the opinion that teacher shortages were developing in their jurisdictions (*Update on Teacher Supply and Demand in Alberta*, 1991).

Despite the optimistic projection of the Maritime study, the majority of the North American literature on teacher demand and supply (Alberta Education, 1991; Canadian Teachers' Federation, 1988; Hawley, 1986; Smith, 1989; Staple, 1989) is reporting potential for a teacher shortage.

In a review of the literature, solutions to problems of teacher shortages appear to rest in answers to two questions: "How to attract and retain the best and brightest teachers?" and "What is the likelihood of former teachers returning to the classroom?" What is virtually nonexistent in the literature is an examination of certifiable teacher education graduates who never commence teaching careers upon graduation. The remainder of this review will draw together insights into this phenomena from the literature on teacher attrition and teacher career paths.

Teacher Retention and Re-entry

In the past, teaching was viewed as a profession which permitted flexibility with relatively easy entrance and exit. It was a profession marked by frequent breaks in service (Sykes, 1983). Teaching was an occupation which was attractive to women and drew the academically able among them. It provided married women with the opportunity to leave the profession and have children, and to re-enter once their children were attending school. However, as the baby boom of the 1940s and 1950s, which created a high demand for teachers, receded through the sixties, there was a consequent reduction in school enrollment which had its largest impact in the late sixties and early seventies, and was still evident well into the 1980s (Smith, 1988). During this period teaching jobs became scarce; there were few retirements; and teachers were eager to hold onto their positions (Smith, 1988; Heyns, 1988). Consequently, the 1990s emerges from two decades which are noteworthy for the large number of certifiable teacher graduates who were unable to find teaching positions. This has led to what Heyns (1988) refers to as the "warm body theory" of manpower planning; that is, the belief that there is a large group of former teachers who constitute an untapped reserve pool (p. 24). The Ontario study on teacher supply and demand (Smith, 1988) refers to this group as the "lost generation" of teachers. However, the study revealed that the general perception among those interviewed about these surplus teachers was that most would have settled into other careers and only a fairly small percentage of them would be actively seeking teaching positions (p. 34).

Recent studies of career mobility among teachers suggest that attrition rates are particularly high in the first three to four years of teaching (Heyns, 1988; Sykes, 1983), but overall attrition has declined since the early sixties with retention rates improving most dramatically for younger (under 25 years of age) female teachers. Heyns (1988), in her analysis of teacher attrition based on the National Longitudinal Study, 1972 to 1986, discussed a number of reasons for this increased retention of women in the teaching profession. She explains that, regardless of marital and family situations, women of all ages have increased their involvement in the labour force. Deferral of both marriage and parenthood has permitted women to pursue

careers, and high divorce rates suggest the wisdom of continued participation in their careers, despite childrearing responsibilities (p. 26). Based on the participants involved in the study, Heyns suggests that the portrait of women school teachers leaving teaching for marriage and family is an outdated perspective. In the reality of the participants of the study "women with children were more likely to remain in or to re-enter the profession than were single women or married women without children" (p. 26). It was the former teachers who were single and/or unencumbered with children that were more likely to leave the profession and to pursue other career opportunities.

The findings of a recent Alberta study (Friesen, 1990) investigating why teachers left the profession in 1988 indicate that the attrition rate for the period under study was at the most five percent. The participants in the study revealed that their reasons for leaving the profession were predominantly non-school based and related to maternity leave, study leave, special interests, retirement, or movement within the profession (p. ii). In reference to those people who left teaching in 1988, almost 40 percent had already returned, almost 17 percent were not teaching due to family responsibilities, and only 15 percent had taken other jobs. "Over 14 percent indicated that they would like to get back to teaching in the future, and over 9 percent stated that they definitely planned to teach again" (p. 41).

A recent survey on sources of teacher supply in Indiana (Kirby, et al., 1991) revealed that, during 1987-1988, experienced teachers (both returning and migrating) constituted almost 60 percent of new hires, and of those new hires over one third were 35 years or older. The four most frequently mentioned reasons for re-entering the teaching profession were (a) increased need for extra family income, (b) lessening of child care responsibilities, (c) dissatisfaction with other job/activity, and (d) seizing the opportunity -- the first year a job was offered (p. 265).

Reasons for Leaving the Teaching Profession or for Never Teaching

Recent studies (Chapman & Hutcheson, 1982; Vance & Schlechty, 1982) have indicated that practicing teachers who score highest on measures of academic ability are the ones most likely to leave the profession. Prigge (1988) in his study of teacher education graduates of a medium-sized Ohio University added that the best teachers, in terms of academic ability and achievement, choose not to enter the teaching profession upon graduation, even after they were trained and certified (p. 28). This phenomena can in part be explained by the reality that those with the talent and credentials can find more lucrative employment outside the teaching profession (Heyns, 1988; Hounshell & Griffin, 1989). Sykes (1983) adds that "socialization effects in colleges and universities tend to steer bright students away from teaching: professors in academic disciplines such as mathematics, English, history or chemistry are unlikely to encourage their prize students to become elementary and secondary teachers" (p. 25).

Hawley (1986), in his discussion of the severe shortage of teachers in the United States, suggests that there is a decreasing proportion of college graduates preparing for teaching careers. He attributes this in part to factors such as the reduction in earning power of teachers relative to that of individuals in other occupations and professions; increased requirements for teacher certification; the perception among college students that both teacher education and teaching are low status enterprises; the decline in the quality of the work environment; and the opening of other career opportunities for minorities and women (p. 712). Lortie (1986), in his explanation of the decline in teacher satisfaction and morale, discusses the implications of this decline for the recruitment of future teachers into the profession. He states that "research indicates that teachers have played a significant role in recruiting new members for the profession." He then raises the question of whether or not teachers who have soured on their work can serve as attractive models for the young people who are now choosing a career (p. 572).

Hounshell and Griffen (1989), in their study of science teachers who either never taught after completing teacher certification requirements or had taught but had left teaching, asked what factors affected their decision to consider employment outside of the teaching profession.

Respondents viewed teaching as being negatively characterized by low starting salaries, lack of societal respect, the perceived lack of professional freedom, few opportunities for career advancement, and negative administrative influences. Friesen (1990) in his study of Alberta teachers who had left the profession, asked the participants to list the changes they felt would be necessary before they would consider teaching again. The ten most frequently cited factors included: a less demanding workload; more supportive and effective administration; more preparation and marking time; less interference by parents, the public and administrators; fewer non-teaching duties; a realistic curriculum; better policies and practices for problem children; more part-time positions; having their own children in school; and more input into decision making (p. 43). Finally, Heyns (1988) found that the single largest determinant of former teachers' wanting to return to the profession, both those who had left teaching and those who had never taught, was their experience in the labour market. She states, "the more teaching experience a respondent had, or the less exposure to any other job, the more likely he or she was to express a desire to return" to teaching (p. 27).

Studies by Smithers (1989), Friesen (1990) and Kirby, (1991) provide alternative explanations for teachers leaving the profession. The British study conducted by Smithers (1989, cited in Friesen, 1990) concluded that the appearance of a major exodus from teaching in England was really more a movement within the profession, with temporary withdrawals of short duration, and with constant drift into different positions, but still within education (p. 57). Similarly, Friesen (1990) concluded that "there appears to be a large and constant teaching force (in Alberta) augmented each year by the influx of new teachers, and reduced by the outflow of teachers in service" (p. 57). He suggests that few teachers leave the teaching profession permanently (except the retirements and those with serious health problems, and a few who move to different jobs); rather, the majority leave temporarily due to the aforementioned reasons (p. 57).

In the Indiana study (Kirby, et al., 1991), participants who had not been teaching the previous year and were either returning or migrant teachers were asked to identify the primary

reason for the interruption in their teaching career. Approximately 55 percent of the women indicated they left teaching for pregnancy and childrearing reasons, and 17 percent had moved either for personal reasons or because of a spousal move (p. 264). The men, however, tended to have left the profession to try another career (43 percent), to pursue further education (13 percent), or to take a sabbatical from teaching (10 percent) (p. 265).

In light of the findings of these studies, discussions regarding the supply of teachers need to distinguish between teaching force and teaching flows (which takes into account entry and re-entry behavior), and attrition (Friesen, 1990). In some regions there indeed may be a large reserve pool of experienced and migrating teachers that are available to fill vacant teaching positions. However, Grissmer and Kirby (1991) caution that this pool of teachers is getting increasingly older, and with lower attrition rates, the pool may eventually start shrinking.

Current Profile of Teacher Education Graduates

Kottkamp, Provenzo and Cohn (1986) in their review of stability and change in the teaching profession, describe today's teachers as older, having spent more years in the classroom, having completed more college-level course work and placing greater emphasis on subject matter than teachers did twenty years ago (p. 566).

In the Carnegie Foundation (1987) inquiry into whether most successful, certifiable teachers are by-passing the profession for more lucrative jobs in other fields, the researchers found that national data collected for college graduates in general did not support this perspective. The data revealed that not only were the 1981 and 1985 college grade point averages of working certifiable teachers slightly higher than those of their colleagues employed in other professions, but also that 87 percent of these graduates employed as teachers had a college grade point average of "B" or better. The report concludes with the suggestion that perhaps "some of the academically qualified students anticipating teaching careers may have lost out in the competition for teaching positions to students with better academic records" (p. 33).

The National Longitudinal Study (Heyns, 1988) reinforces this perspective with the

finding that "current teachers tended to receive higher grades in both high school and college, and were significantly more likely to have graduate training and advanced degrees" (p. 28). The study further revealed interesting findings regarding late-entry teachers. This category of teacher, defined as those entering the profession after another job experience or having taken an early break from teaching to pursue further educational credentials or to start families, were more talented (higher school marks and SAT scores) than teachers entering the profession directly after college. They found that these late-entry teachers took more than four years to graduate, that a large percentage entered with graduate training and advanced degrees, and that they tended to come from families with higher than average incomes. Finally, teachers who reported being most satisfied with teaching as a profession were those who had either entered late or had taken frequent breaks during their tenure (p. 28).

Summary

In summary, a review of literature on teacher attrition and career paths illustrates that attrition rates have declined since the early 1960s. This phenomena can be explained by the fact that teaching jobs were scarce during the past two decades, and teachers were reluctant to give up their positions. Secondly, women, regardless of their marital and family situations, have maintained their involvement in the profession. According to the American studies reviewed, the findings suggest that those who leave or never actually commence a teaching career tend to be the more talented and credentialed graduates who can easily find more lucrative employment opportunities elsewhere. Among those electing to leave or deciding not to teach, their reasons for doing so relate primarily to the low salary and social prestige associated with teaching. The Canadian studies reveal the primary reason for leaving the profession relate to pregnancy and childrearing responsibilities.

Finally, implicit in the studies reviewed are two key messages. First, because few teacher attrition studies are longitudinal and tend to deal with relatively small and geographically restricted

samples, the studies tend to be biased against late-entry teachers, teachers who have moved and re-entered teaching in a different locale, and teachers who did not seek or find jobs immediately after graduation (Heyns, 1988, p. 31).

The second key message is that there is a certain percentage of education graduates who have the option, because of their ability or credentials, to embark on a number of different career opportunities and therefore never become classroom teachers. There is very little literature that examines what percentage of these teachers enter the profession at a later time. The literature does suggest that the longer these education graduates are involved in other careers, the less likely they are to return to the teaching profession. At the same time, however, there is evidence that there is a group of "late entry" teachers who have had previous job experience(s), previous degrees, and in some cases, graduate training. Once again there has been little research in this area.

SECTION 2

STUDY DESIGN

A variety of research methodologies incorporating both quantitative and qualitative strategies were employed in this study of recent education graduates in Alberta.

The Survey

In the first phase of the study, a questionnaire was developed to be sent out to a random sample of June 1990 education graduates from the University of Alberta, The University of Calgary and The University of Lethbridge. The questionnaire is included in Appendix A. The questionnaire contained a common section on demographics and educational information, as well as reasons for pursuing an education degree. The questionnaire was divided at this point, and those who were teaching were asked questions regarding job search strategies, whether they planned to continue teaching, and what they liked and disliked most about teaching. These last questions were asked to determine what might affect their leaving teaching. Graduates who were not teaching were given similar questions on job search strategies and a series of questions on why they were not currently teaching. Those who were not teaching and those who were teaching part time were asked if they would be willing to participate in a follow-up telephone interview. The draft questionnaire was reviewed by the steering committee and was pilot tested in a graduate class at The University of Calgary and underwent a series of refinements until the committee and researchers were satisfied that it had face validity.

The Sample

In order to select a sample, the Registrar was contacted at each university. Since the University of Alberta and The University of Calgary do not know which of their graduates obtained teaching positions, random sampling procedures were used to select the sample. Proportional sampling representative of the number of Faculty of Education graduates at the University of Alberta and The University of Calgary was used to determine sample size. A sample of 349, equally split between elementary and secondary graduates, was selected from the

University of Alberta (Faculty of Education graduates only; Faculté St. Jean education graduates were not included). Because the University of Alberta has a higher percentage of out-of-province students, we over sampled by 80 (based on statistics provided by the University of Alberta) to compensate for probable undeliverable questionnaires. A sample of 209 graduates was selected from The University of Calgary, and The University of Lethbridge provided us with a list of all graduates without teaching positions (30) and a randomly selected group of 30 with teaching positions. This number was chosen to ensure a large enough response for comparison purposes. In retrospect, we should have surveyed approximately 150 University of Lethbridge graduates employed in teaching in order to reflect more accurately the ratios of graduates employed and not employed in teaching. However, since the primary focus of the study was on those graduates not employed in teaching, not having a representative sample of those who were teaching was not considered to be detrimental to the study.

The questionnaires were sent out on March 13, 1991, followed by a reminder card three weeks later. Seventy-six letters were returned as undeliverable or not applicable as of June, 1991. Fifty-one were from the University of Alberta, twenty-three from The University of Calgary, and two from The University of Lethbridge. Consequently the sample size used for calculating response rates was reduced to five hundred and forty-two (542). Two hundred and eight-two (282) questionnaires were returned, a 52 percent return rate. The return rate, while not high, is comparable to other surveys conducted on teachers. The distribution of the usable sample is provided in Table 1.

Table 1

Comparison of Original Sample (n=618) with Usable Responses (n=282)				
University	**Original**		**Usable Responses**	
	n	**%**	**n**	**%**
Alberta	349	(56.5)	144	(48.3)
Calgary	209	(33.8)	107	(57.2)
Lethbridge	60	(9.7)	31	(54.4)
TOTAL	618	(100.0)	282	(52.0)

With a response rate of 52 percent, there is a concern whether the sample is representative of the population. A comparison of the sample across the universities with the population of graduates (Table 2) indicates that the University of Alberta sample is under-represented by 8.2 percentage points and The University of Calgary sample is over-represented by 8.8 percentage points. The over-representation of The University of Calgary graduates, which in turn affects the under-representation of the University of Alberta graduates, may be accounted for by the use of The University of Calgary letterhead in the mailout. Similar results occurred in the *Evaluation of the Initiation to Teaching Project* (Alberta Education, May 1987). In addition, The University of Calgary students are primarily local residents. The above statistics, including the fact that 67.1% of the undeliverable letters were to University of Alberta graduates, suggests that out-of-province students are also under-represented.

Table 2

Distribution Among Faculties of Education All Graduates 1989/90 Compared with Respondents		
Faculty of Education	**Education Graduates**	**Respondents**
Alberta	849 (59.3%)	144 (51.1%)
Calgary	417 (29.1%)	107 (37.9%)
Lethbridge	166 (11.6%)	31 (11.0%)
TOTAL	1432 (100.0%)	282 (100.0%)

The Interviews

The analysis of the responses to the questionnaire suggested that there was a need for further information on why some of the respondents had not obtained a teaching position. The survey asked those graduates who were not teaching full time if they would be willing to participate in a follow-up telephone interview regarding topics discussed in the survey. From those that agreed to participate, 32 were selected because they were not teaching full time. The telephone interviews were conducted using a semi-structured interview guide with five open-ended questions on why these graduates perceived that they were not teaching full time. The questions probed their job search strategies, factors which influenced their decision to apply for certain teaching positions, their experiences in interview situations, and general thoughts on why they did not have full-time teaching positions. In the interview sample, twelve respondents were 30 years of age or under (8 females and 4 males) with the average age being 25; and twenty respondents were over 32 years of age (14 females and 6 males). The average age of this group was 39. Academically, the grade point average of the sample was a B+, and of those interviewed, all 32 were substitute teaching, 10 of whom had temporary teaching contracts.

SECTION 3

FINDINGS

Part A Responses to Questions Asked of Total Sample

The results of the questionnaire study are reported in the order in which the questions were asked.

Year and Month of Graduation

Graduates were asked to provide the year and month in which they obtained a B.Ed. (Table 3). The responses to this question suggest that it caused some confusion. For example, 30 respondents indicated they graduated in December, 1989. Since there is no convocation in December at any of the universities, respondents seem to have provided the date they completed the requirements for the degree rather than their date of graduation. These respondents were treated as Spring 1990 convocants. Respondents who provided dates that were after Spring convocation were treated as Fall convocants. Four respondents indicated a date earlier than Fall of 1989. One of these was clearly identified as a diploma student (known by one of the researchers). The remaining three were assumed to be diploma students and were treated accordingly. The data provided in Table 3 indicate that the majority (69.9%) convocated in Spring 1990 and are comparable to past graduation figures.

Table 3

Date of Graduation		
	Frequency	Percent
Before 1990	36	13.2
Spring 1990	190	69.9
Fall 1990	46	16.9
TOTAL	272*	100.0

* 10 missing cases

Degrees Held

Respondents were asked to check whether they held a B. Ed. or B. Ed. (After) degree and, if they held a B.Ed. (After), what other degree they held and when they received it. All prior university degrees held by the B.Ed. (After) graduates were also received from the Alberta universities (Table 4). This finding suggests that students who earned their first degree in another province did not reply to the questionnaire and perhaps have left Alberta to teach in their home province.

Table 4

Type of Degree by Institution				
	U. of A.	U. of C.	U. of L.	Total
B. Ed.	115	56	21	192 (68.3%)
B. Ed. (After)	29	51	9	89 (31.7%)
TOTAL	144	107	30	281* (100.0%)

* 1 missing case

The approximate ratios of B.Ed. to B.Ed. (After) graduates for the sample of the three universities are 4:1, 1:1 and 2:1 respectively. Whether these ratios are representative is difficult to determine because the numbers vary from year to year. B. Ed. (After) graduates may be a bit over-represented in The University of Calgary sample, but admissions in the past have been less than 2:1.

The date of the first degree for B.Ed. (After) graduates is provided in Table 5. Slightly over a third (34.9%) of the graduates went almost immediately into the Faculty of Education after completing their first degree. Another third (33.7%) graduated two or three years earlier and nearly a third (31.4%) had graduated five or more years earlier. Some of the latter two groups may have delayed beginning their teacher preparation for several years; others may simply have taken several years to complete all degree (as opposed to certification) requirements.

Table 5

Date of First Degree for B. Ed. (After)		
	Frequency	Percent
Fall of 1984 or Before	27	31.4
Spring of 1985 to Fall 1987	29	33.7
Spring 1988 and after	30	34.9
TOTAL	86*	100.0

* 3 missing cases

Respondents who completed B.Ed. (After) degrees were then asked to indicate their type of undergraduate degree. Results are provided in Table 6. The majority of the respondents indicated they had a B.A. degree. The next largest groups were science majors (17.2%) and physical education majors (16.1%).

Table 6

Type of First Degree of B. Ed. (After)		
Degree	Frequency	Percent
B.A.	47	54.0
B.Sc.	15	17.2
B.PE. **	14	16.1
Diploma	4	4.6
M.A. ***	2	2.4
B.Mus.	2	2.4
B.Eng.	1	1.1
ECS Diploma	1	1.1
B.Comm.	1	1.1
TOTAL	87*	100.0

* 2 missing cases

** Physical Education major is an After Degree only program at the University of Alberta and The University of Calgary.

*** Responded to two categories.

Grade Point Average

The grade point average of the sample (converted to a letter scale using the information provided in The University of Lethbridge and The University of Calgary calendars) is provided in Table 7. Since the graduates of the University of Alberta provided a stanine scale, the data were converted using The University of Calgary Graduate Studies conversion chart and grade point information on this group is provided separately.

Table 7

GPA of Respondents		
	University of Alberta	**The University of Calgary and The University of Lethbridge**
B-	6 (4.7%)	5 (4.0%)
B	19 (14.9%)	25 (20.2%)
B+	48 (37.7%)	29 (23.4%)
A-	43 (33.9%)	50 (40.4%)
A	11 (8.8%)	15 (12.1%)
TOTAL	127 (100.0%)	124 (100.0%)

Any interpretation of self-reported grade point averages needs to be cautious. The figures include the graduates with B.Ed. (After) degrees which would include marks only in education courses. In addition, responses to questions on grades tend to be inflated (Mason, 1986). However, the results reported here are similar to other studies (Carnegie Foundation, 1987; Heyns, 1988) where 87 percent of the graduates employed as teachers had a grade point average of "B" or better. An alternative explanation for the lack of "Cs" is that the "C" students may not have responded to the survey.

Teacher Preparation Program

The graduates were then asked to choose from a list which subject areas best represented their specialization in their teacher education program. Some graduates indicated only one specialization (e.g. elementary education) while others specified two. Their first and second choices are indicated in Table 8. One category, industrial education, was not selected by any of the respondents.

Table 8

Specialization within the Teacher Education Program		
	Frequency	
	1st Choice (n=283)	2nd Choice (n=231)
Elementary	145	1
Secondary	37	36
Social Studies	26	16
Physical Education	23	12
Sciences	19	11
Home Economics	5	1
Special Education	5	28
Early Childhood	5	14
English	5	21
Fine Arts/Music	3	27
Languages	3	7
French (2nd Lang.)	3	10
Business Education	1	6
Vocational Ed.	1	0
French Immersion	1	3
Mathematics	0	16
Other	1	22

Application for a Teaching Certificate

Table 9 contains the responses to the question "Did you apply for a Teacher's Certificate?" Over 95 percent indicated that they had applied in Alberta or elsewhere. Alberta Education checked the sample against their records to determine how many applied for certification. The analysis which included the graduates who had moved and did not receive the questionnaire confirms the above statistics. All but two of the respondents from The University of Lethbridge, ten from the University of Alberta, and 19 from The University of Calgary had applied for an Alberta teaching certificate.

Table 9

Proportion of Respondents who Applied for a Teaching Certificate		
	Frequency (n=281) *	Percent
In Alberta	260	92.5
Elsewhere	8	2.8
Didn't Apply	13	4.6

* 1 missing case

Of those that indicated that they applied elsewhere, three are teaching overseas (in China, Japan, and the Netherlands) in order "to expand their experiences" as indicated by their open-ended responses. They also indicated that they plan to return to teach in Alberta at some time in the future. Two of the remaining five applied in Alberta as well as in British Columbia, and neither was teaching at the time of responding to the questionnaire.

Teaching in Alberta

The original sample of 618 was checked by Alberta Education to determine what percentage of graduates were actually teaching in Alberta during the 1990-91 school year. Table 10 contains data on place of graduation and employment status at the time of the study.

Table 10

Teaching in Alberta							
University	n	Full time		Part time or Substitute		Not teaching in Alberta	
Alberta	(349)	179	51.3%	46	13.2%	124	35.5%
Calgary	(209)	77	36.8%	47	22.5%	85	40.7%
Lethbridge	(60)	32	53.3%	7	11.7%	21	35.0%
TOTAL	618	288	46.6%	100	16.2%	230	37.2%

The data were further analyzed by eliminating those who were not teaching in Alberta. The analysis shows that 20.4 percent of the University of Alberta graduates and 17.9% of The University of Lethbridge graduates are in part-time or substitute positions in Alberta schools while 37.9% of The University of Calgary graduates are in this category. These results indicate that, of those teaching in Alberta, a graduate of The University of Calgary is almost twice as likely to be in a part-time or substitute position in Alberta as graduates from the other universities.

Demographic Information

In this section respondents were asked to provide information in the following categories: gender, age, marital status and number of children. The data for each category are presented in Table 11.

Table 11

Demographic Information				
	n		Frequency	Percent
Gender	282	Female	224	79.4
		Male	58	20.6
Age	279*	< 25 years	146	52.3
		26 - 30	58	20.8
		31 - 35	23	8.2
		36 - 40	27	9.7
		> 40	25	9.0
Marital Status	282	Married	114	40.4
		Single	144	51.1
		Divorced	15	5.3
		Other	9	3.2
Number of Children	281**	0	208	74.0
		1	19	6.8
		2	32	11.7
		3	8	2.8
		4 or >	14	5.0

* 3 missing cases ** 1 missing case

According to Alberta Education records, the male/female ratio of new teachers in Alberta 1990/91 was approximately 31 percent male and 69 percent female. The male/female ratio of education graduates in 1989/90 was similar: 29 percent male and 71 percent female. Nearly 80 percent of the respondents in this survey were women, which indicates that women are over-represented in this study. Caution needs to be exercised in examining any results of this study based on gender differences.

The data on the age distribution of the respondents are worth further examination. While approximately 42 percent of the respondents are less than 25 years old and fit the traditional pattern of going directly into university and then into teaching, more than a quarter (27 percent) are mature adults, 31 years old or older. The remaining 30.8% fall into the 25-30 category. Nearly 60 percent of the respondents are 25 years old or older. This finding reflects a trend which started in the 1970s of more people returning to or entering university beyond the traditional age of 18 to 22 to prepare for a new career.

Family Occupational and Educational Information

Graduates were first asked to provide information on their parents' and spouse's (if appropriate) level of educational attainment (Table 12).

Table 12

Parents' and Spouse's Level of Education			
	Father (n=269)*	**Mother (n=265)****	**Spouse (n=124)**
Did not complete High School	96 (35.7%)	72 (27.2%)	11 (8.9%)
Completed High School	63 (23.4%)	87 (32.8%)	24 (19.3%)
Post-secondary Education (some and completed)	110 (40.9%)	106 (40.0%)	89 (71.8%)

* 13 missing cases ** 17 missing cases

Traditionally the teaching career has provided individuals with upward mobility (Lortie, 1975). The information in Table 12 indicates that the graduates come from homes where 40 percent of their parents attended a post-secondary institution. These data suggest that, in contrast to Lortie's study where teaching was a route of upward mobility for women, teaching is now attracting individuals from highly educated families.

It might be assumed that the more highly educated group of parents are people with teaching degrees who have encouraged their children to enter the teaching profession. This, however, is not the case. Over 63 percent of the respondents (Table 13) indicated that there were no educators in their immediate family. The data from Table 12 and Table 14 on parental occupation suggest that teaching is seen as a viable career for people from all walks of life.

Table 13

Number of Educators in Family		
(n=280)*	Frequency	Percent
None	178	63.6
1	71	25.4
2	25	8.9
3 or >	6	2.1
TOTAL	280*	100.0

* 2 missing cases

Of those graduates who are married, over 20 percent are married to teachers or administrators in education, and almost 60 percent are married to people in other professions or in managerial or technical positions (Table 14). These figures may be important in understanding why graduates may be place bound, their mobility limited because of their spouse's career.

Table 14

Parents' and Spouse's Occupation			
	Father (n=243)*	Mother (n=263)**	Spouse (n=93)
Unknown	4 (1.6%)	5 (1.9%)	1 (1.1%)
Teaching or administration in education	28 (11.5%)	42 (16.0%)	21 (22.6%)
Other professional	73 (30.0%)	13 (4.9%)	6 (6.5%)
Owner of business or farm	21 (8.6%)	1 (0.4%)	3 (3.2%)
Executive or senior management	24 (9.9%)	6 (2.3%)	11 (11.8%)
Technical or semi-professional	49 (20.2%)	20 (7.6%)	30 (32.1%)
Other white collar/clerical/ retail sales	6 (2.5%)	47 (17.9%)	5 (5.4%)
Sales representative	6 (2.5%)	3 (1.1%)	3 (3.2%)
Other wage worker	24 (9.9%)	23 (8.8%)	7 (7.5%)
Homemaker	0	100 (38.0%)	1 (1.1%)
Other	8 (3.3%)	3 (1.1%)	5 (5.4%)

* 39 missing cases ** 19 missing cases

Location of High School Graduation and Current Location

Respondents were then asked where they attended high school and where they are currently located (Table 15). The data show that about ten percent of the graduates attended high school in remote or rural areas more than 100 km. from a city and approximately ten percent are currently teaching in these locations. However, the sample is too small to draw any conclusions from the data. The same cannot be said for individuals who attended high school in rural areas or small towns within 100 km. of a medium or large city in Alberta. While about 25 percent attended high school in these areas, only 15 percent are currently teaching in the same

type of area. When the data on the various categories of rural locations are combined, 100 respondents (35.6%) attended high school in a rural area, but only 72 (25.6%) now teach in a rural area.

Table 15

Location of High School Attended and Current Location		
	High School (n=281)*	Current (n=281)
A medium/large city in Alberta	133 (47.3%)	183 (65.4%)
Rural/small town within 100 km of a medium/large city in Alberta	70 (24.9%)	42 (15.0%)
A remote rural area in Alberta	6 (2.1%)	13 (4.6%)
Other rural area or town in Alberta	24 (8.6%)	17 (6.1%)
Outside of Alberta	48 (17.1%)	25 (8.9%)

* 1 missing case

The data on out-of-province students suggest that a number of graduates stayed in Alberta rather than returning to their home province. The actual percentage is difficult to determine as graduates who left the province are likely to be under-represented in this group of respondents.

Follow-up probing would have explained the increased immigration to "a remote rural area in Alberta." It might be explained by job opportunity, but other factors need to be taken into account such as choice of alternative lifestyle.

Reasons for Pursuing an Education Degree

All of the respondents were asked to state the extent of their agreement with 19 reasons on reasons for pursuing a teaching degree. The results are presented in Table 16. Over 57 percent of the respondents agreed or strongly agreed that education was their first choice of university program but almost 39 percent disagreed. Of the 109 who disagreed, 57 were B.Ed.

(After) graduates. These graduates chose to pursue another degree prior to entering education; logically, then, education would not be their first choice of university programs. Because some

Table 16

Reasons for Pursuing an Education Degree (N=282)						
	Strongly Agree/Agree		Undecided		Disagree/ strongly disagree	
	n	%	n	%	n	%
I enjoyed working with young people	266	94.3	11	3.9	5	1.8
Teaching is a positive way to contribute to society	260	92.2	18	6.4	4	1.4
I wanted to be a teacher	257	91.5	15	5.3	10	3.5
I wanted to have impact on students' lives	250	88.7	21	7.4	11	3.9
I enjoyed school *	232	82.7	23	8.2	25	8.9
I enjoyed previous experiences in teaching (camp counselor, volunteer teaching...)	216	76.6	37	13.1	29	10.3
I wanted to teach my subject specialization schedule	204	72.3	51	18.1	27	9.6
Teaching is a good career to combine with raising a family (or other pursuits like farming, travel, etc.) *	199	70.8	53	18.9	29	10.3
Teaching gives me an opportunity to work in my community *	189	67.3	59	21.0	33	11.7
Teaching is a secure job *	171	60.9	68	24.2	42	14.9
I was attracted to the yearly teaching schedule	169	59.9	46	16.3	67	23.8
Education was my first choice of university programs	163	57.8	10	3.5	109	38.7
I was influenced by a former teacher **	153	54.6	43	15.4	84	30.0
I was encouraged by my parents	131	46.5	38	13.5	113	40.1
I like the respect that accompanies a teaching position *	97	34.5	100	35.6	84	29.9
Teachers' salaries are attractive	97	34.4	57	20.2	128	45.4
I felt it was an easy degree to get	38	13.5	35	12.4	209	74.1
I did not meet entry requirements for another faculty. ***	21	7.5	3	1.1	254	91.0
I was not able to finish another degree **	12	4.3	10	3.6	258	92.1

* 1 missing case ** 2 missing cases *** 3 missing cases

graduates said education was not their first choice, it does not mean it was an alternative because they could not "meet entry requirements for another faculty" (91% disagreed or strongly disagreed with this statement) or they were "not able to finish another degree" (92 percent disagreed or strongly disagreed with this statement).

Over half (54.6%) were influenced by a former teacher and many were encouraged by their parents (46.5%), but the predominant reason for pursuing an education degree was altruism, confirming Lortie's (1975) findings in his study of teachers. The Alberta respondents demonstrated altruism by their strong agreement to "enjoy working with young people" (94.3%), "want to have an impact on students' lives" (88.7%), "teaching is a positive way to contribute to society" (92.2%) and "teaching gives me an opportunity to work in my community" (67.3%). The analysis of the open-ended comments on reasons for pursuing an education degree and what they most like about teaching confirms the respondents' altruism. All of the comments are included in Appendix B; some representative comments include: student/teacher interaction or contact (102), to help and work with young people (59), seeing the results of my efforts in student achievement (43), ability to make a difference in a student's life (31), and the exciting variety and challenging nature of the profession (26).

The respondents' love for learning is also demonstrated in the responses to "I wanted to teach my subject specialization." Over 72 percent agreed with this statement. In addition to altruism, Lortie (1975) identified two other major characteristics of school teachers: they always wanted to be a teacher and they enjoyed school. This group of respondents also fit this profile. About 91 percent "wanted to," about 83 percent "enjoyed school," and about 77 percent "enjoyed previous teaching experiences."

The external motivators are not as strong, but are important. About 60 percent think "teaching is a secure position" with an "attractive yearly teaching schedule." Just over 70 percent of the respondents feel that "teaching is a good career to combine with raising a family." But salaries do not appear to be a prime motivator for the majority as indicated by the response to the statement "teachers' salaries are attractive," where 45.4% disagree or strongly disagree, nor is

status as indicated by the response to the statement "I like the respect that accompanies a teaching position," where responses are about equally divided among "agree," "undecided," and "disagree" (34.5%, 35.6% and 29.9% respectively).

Current Employment Status

The next section is an analysis of the questions posed to those who were working in teaching and those who were not (Table 17).

Table 17

Current Employment in Teaching		
n=274 *	Frequency	Percent
Full Time	163	59.5
Part Time	62	22.6
Not Teaching	49	17.9

*8 missing cases

The statistics on current employment status in teaching are comparable to other studies (Denton et al., 1987). Approximately 60 percent said they were teaching full time. But it is important to note that 20 of the 163 (12.3%) indicated they were on temporary contracts. While approximately 18 percent indicated they were not employed in teaching, this finding needs to be interpreted with caution. As noted earlier, there is a response bias in the sample; those who were not teaching were less likely to respond.

Those who were teaching were asked to indicate whether they were teaching in a private school, public school, or separate school (Table 18). Two thirds indicated they were working in the public school system. Less than 15 percent were teaching in separate schools, and over ten percent were teaching in private schools. Private school teachers are over-represented in the sample, as private school teachers made up only 3.5% of Alberta's teaching force in 1990/91. Conversely, public and separate school teachers are slightly under-represented in the sample.

Table 18

Type of School of Employment		
n=197	Frequency	Percent
Private School	21	10.7
Public School	130	66.0
Separate School	29	14.7
Other employment in education	17	8.6

Part-time Teaching

Individuals teaching part time were asked to rank a number of statements describing their current situation (Table 19). Over 37 percent were actively seeking a full-time position, and 50 percent ranked substitute teaching as most characteristic of their situation. It is difficult to determine whether the respondents were teaching part time or substitute teaching by choice or because full-time positions were not available. However, this was probed in the follow-up telephone interviews, and those results are discussed later.

Table 19

Current Situation for Part-time Teachers (highest rank)		
n=70	Frequency	Percent
Attending university	4	5.7
Looking of a full-time teaching position	26	37.1
Substitute teaching	35	50.0
Other	5	7.1

Future Plans in Teaching

Respondents who were teaching, both full time and part time, were then asked a series of questions on their future plans in teaching. The results are presented in Table 20. Only four

(1.7%) respondents were not planning to teach next year. Eight others (3.5%) were undecided. Altogether nearly 95 percent intended to continue teaching for another year. The respondents were more uncertain about teaching in subsequent years. Almost 5 percent said they will not be teaching in four to five years. The proportion who are undecided increases to ten percent in two to three years and to more than 25 percent in four to five years. Altogether the attrition rate over five years for beginning teachers could be about 30 percent. This could represent a serious loss to the profession unless those who said they are undecided or plan to leave choose to stay in teaching, or their leaving is temporary and they re-enter the teaching force following a short absence.

Table 20

Future Plans in Teaching				
	n	Yes	No	Undecided
Next Year	230	218 (94.8)	4 (1.7)	8 (3.5)
Next 2-3 Years	218	194 (89.0)	2 (0.9)	22 (10.1)
Next 4-5 Years	224	156 (69.6)	11 (4.9)	57 (25.4)

An examination of the responses to the questions on what they liked most and disliked most about teaching provides us with more information on their intentions to teach in the future. The analysis of the open-ended comments (Appendix B) shows that teachers feel there is "not enough time" (52) to do all they have to do and they dislike the "extra workload" (23). The "behavior and discipline problems" (34) and the "disrespect for teachers" (25) further contribute to their dissatisfaction. Other sources of dissatisfaction include: the lack of support from administration (18), the politics and bureaucracy involved (13), paper work and administrative time (12), low salaries (11), coping with stress (7), large class sizes (6), and hassles with parents (6). The findings in recent studies (Friesen, 1990; Hounshell & Griffen, 1989) examining factors affecting teachers' decisions not to teach or to leave the profession are similar

to the responses of the participants in this study.

Teachers may also leave for other reasons. In the open-ended responses on why they pursued an education degree, nine individuals indicated an education degree is a stepping stone to a further degree or career change. As one respondent stated: "It is a degree that gives one transferable skills to other careers and jobs."

Job Search Strategies

All respondents were asked to indicate the various job search strategies they had tried when looking for a teaching position. The results are provided in Table 21. Many respondents used more than one job search strategy, and those who were teaching used a greater variety of strategies than did those who were not teaching.

Table 21

Job Search Strategies						
	Full-time		Part-time		Not in teaching	
n=282	Yes	No	Yes	No	Yes	No
1. Unsolicited applications to boards throughout province	73	41	52	32	16	10
2. Unsolicited applications to selected school boards	78	42	5	32	17	10
3. Applications in response to advertisements	51	69	39	44	10	17
4. Applications in response to listings at universities	51	69	35	48	12	15
5. Offered a position during practicum	17	103	8	75	3	24
6. A contact or referral from my board/school	24	96	11	72	5	22

All possible permutations were analyzed for those who were teaching and those who

were not teaching. The combination of "unsolicited applications to selected school boards" and "applications in response to advertisements" was the most frequently used combination for those employed in teaching (n=18) as well as those not in teaching (n=9). Three other combinations were used by those who were teaching: a) unsolicited applications to selected school boards and applications in response to listings at university (n=14); b) a combination of strategies 2, 3 and 4 (n=13); and c) a combination of strategies 1, 2, 3 and 4 (n=10). An analysis of variance shows there were no significant differences in job search strategies among those who are teaching full time, part time, or not at all.

Part B Responses to Questions Asked of Those Not Currently Teaching

This section analyzes and discusses the responses of those who indicated that they were not currently teaching (n=49).

Reasons for Not Currently Teaching

The data in Table 22 are the responses to the statement, "I am not currently teaching because." A list of possible reasons was provided, and those surveyed were asked to indicate if they agreed, disagreed or were undecided with regard to each reason listed. Respondents were also given the opportunity to elaborate on their responses to this question by writing a short statement on why they were not teaching. The responses to this question were compared with the responses to questions about their plans to teach in the future. This analysis is discussed along with the analysis of the data presented in Table 22 on why they are not currently teaching.

The primary reason for not teaching was that the respondents were not offered a teaching position (57.8%). Almost as many (over 56 percent) indicated they applied in or close to urban areas only, and 34 percent clearly agreed with the statement that they could not relocate. The responses to these two questions suggest a substantial number of respondents who were not teaching were place bound. Of the 12 individuals who provided short statements that they were place bound, all but three indicated they plan to continue to pursue a teaching position for the next five years. Almost all respondents selected a response to each reason listed. As a result,

there is consistency and overlap among the responses. For example, those who said they were not offered a position were also the ones who said they looked for positions in or near urban centres and were unable to relocate to obtain a teaching position.

Over a quarter (27 percent) agreed their specialization was not in demand, and an equal number were undecided. The specializations noted as not in demand included: English, Physical Education, Fine Arts, Social Studies, Business Education, Mathematics, Early Childhood, and Special Education. The lack of demand for their specialization was noted in five of the 12 short statements on being place bound.

Table 22

Reasons for Not Currently Teaching							
	n	Strongly Agree/ Agree		Undecided		Disagree/ Strongly Disagree	
		n	%	n	%	n	%
I was not offered a teaching position	45	26	57.8	3	6.7	16	35.5
I pursued teaching positions in, or close to, urban areas only	48	27	56.3	4	8.3	17	35.4
I did not actively pursue a teaching position	49	19	38.7	1	2.0	29	59.2
I was unable to relocate to get a teaching position	47	16	34.0	5	10.6	26	55.3
My area of specialization was not in demand	48	13	27.1	13	27.1	22	45.8
My university training did not adequately prepare me to teach	49	12	24.5	4	8.2	33	67.3
I am raising a family	47	11	23.4	1	2.1	35	74.5
I discovered I did not like teachers' working conditions	49	10	20.4	5	10.2	34	69.4
I wanted another degree	49	7	14.3	2	4.1	40	81.6
I discovered I did not like working with children	49	3	6.1	4	8.2	42	85.7
There were other preferred job opportunities available when I graduated	49	11	22.4	2	4.1	36	73.5

Well over one third of the respondents who are not teaching (38.7%) indicated they did not actively pursue a teaching position. Their short statements included a variety of reasons that

were also analyzed in relation to the responses to the questions on the likelihood of teaching in the future. Ten respondents provided short statements that they were pursuing other job opportunities. Only one respondent, who is operating a day care centre, clearly plans to pursue teaching in the future. Three were undecided and the rest are clearly not likely to pursue teaching in the future.

Two of the groups identified in Table 22, those continuing their university studies (14.3% wanted another degree) and homemakers (23.4% raising a family), may enter teaching at a later date. An analysis of the short statements for these two groups indicates that the university students are more likely to pursue a teaching career in the future (only one undecided) than the homemakers. Of the 11 who noted they were not teaching because they are raising a family, four indicated they plan to teach next year, one was undecided, and six had decided not to teach next year. Of these six, two intended to enter teaching in two to three years. These responses suggest that just over one half of this group are committed to teaching. Three are undecided and two indicated they do not plan to teach.

The homemakers who are not currently teaching are an important group, representing close to one quarter of the respondents who are not teaching. All but one are undecided or do not plan to pursue teaching in the future. Their reasons include:

> It takes too much time and energy in order to be effective and still have a life outside of school.
>
> Too much demand on my personal time.
>
> I cannot relocate because of my husband's job and I am busy raising a family.
>
> I did not like the current situation in which teachers face extreme cutbacks, forced legal obligations, and very little pay for intensive work.
>
> I found during the last practicum I did not have adequate classroom management techniques.
>
> Teaching requires full-time commitment. I wanted more time to delve into my own interests and lifestyle.
>
> My contract from last year was not renewed.
>
> I am involved in my own business.

The respondents who are homemakers appear to have little or no interest in teaching and are not likely to pursue teaching in the future. Because this group is small, these results should be interpreted cautiously. But the fact that nearly half of these respondents are unlikely to enter teaching is of concern. Homemakers with education degrees have typically entered or re-entered the teaching profession when their children reach school age. Schools have relied on this source of teacher supply and may have more difficulty filling positions if this source is no longer available.

Current Situation of Those Not Teaching

Respondents who were not teaching were next asked to rank which item best describes their current employment situation (Table 23). The primary response was "looking for a full-time teaching position." Those individuals who ranked looking for a part-time position first were primarily individuals who marked homemaking as their second choice. Another eight percent ranked attending university as their first choice. Thirty-seven percent are working full time in jobs other than teaching.

Table 23

Current Situation for Those Not Teaching (highest rank)	
	Frequency (n=49)
Looking for a full-time teaching position	22
Working full time	18
Homemaking	8
Attending university	4
Looking for a part-time teaching position	4
Pursuing a career outside of education	1
Other	8

Note: Some respondents ranked more than one category as number 1

The data are enriched by the respondents' open-ended comments on the reasons why they are not teaching. All comments are provided in Appendix B. Some are presented here for illustrative purposes. Some respondents feel that there is a bias in hiring and "the field was not as 'open' as publicized." Others are "too busy with other projects" and "need the flexibility of contract teaching." A number of individuals appear to lack self-esteem. A woman with a B minus average commented, "I did not feel confident about teaching after I graduated because my marks were fairly average." Others wanted more experience; one respondent commented, "I felt I needed some experience before trying to relate to students who are still quite close in age to me."

Plans to Pursue a Teaching Position in the Future

The data in Table 24 on respondents' future plans in teaching corroborates some of the information in the previous two tables. Of the 49 respondents who are not teaching, approximately one-quarter do not plan to teach next year. Almost two thirds would like to teach next year, or even in the next two to three years, but the number expecting to teach in the next four to five years decreases more than ten percentage points. This suggests education graduates are unlikely to wait more than three years for a teaching position to become available.

Table 24

Future Teaching Plans of Those Not Currently Teaching						
Teach	**Yes**		**No**		**Undecided**	
	n	**%**	**n**	**%**	**n**	**%**
Next Year	31	63.3	12	24.5	6	12.2
Next 2-3 Years	30	65.2	6	13.0	10	21.7
Next 4-5 Years	24	54.5	5	11.4	14	34.1

These findings are also consistent with Heyns' (1988) conclusion that the longer graduates stay away from teaching and the more experience they have in other occupations, the less likely they are to enter or return to teaching. She found that the strongest determinant of teachers wanting to return to the profession is their experience in teaching. Alberta Education has collected data on delayed-entry teachers for the period 1984/85 to 1989/90. The information is provided in Table 25 and supports the survey findings. In Alberta, teachers who delayed entry to the profession for two years constituted from 13.1% to 20.7% of new teachers. After three years, their entry drops to a range of 3.4% to 6.1%, and after four years it drops to between 1.1% and 2.5% of new teachers.

Finally, those who are not teaching were asked under what conditions they would consider pursuing a teaching position. The analysis of responses for themes revealed one major factor that would most influence their decision to teach – a position close to an urban area (7). The rest of the responses are reflective of individual differences that would be difficult to accommodate by changes in hiring policies. (See Appendix B for a summary of all responses.)

Table 25

Delayed-Entry Teachers, 1984/845 to 1989/90 (Alberta and Out-of-Province Graduates)											
Year	Number of New Teachers (no experience)	B.Ed./Certificates Previous Year (not delayed entry)		B.Ed./Certificate 2 Years Before		B.Ed./Certificate 3 Years Before		B.Ed. Certificate >3 Years Before		Total Delayed Entry Teachers	
		#	%	#	%	#	%	#	%	#	%
1984/85	950	755	(79.0)	139	(14.6)	32	(3.4)	24	(2.5)	195	(20.5)
1985/86	1654	1273	(77.0)	291	(17.6)	71	(4.3)	19	(1.1)	381	(23.0)
1986/87	1505	1199	(79.7)	197	(13.1)	74	(4.9)	35	(2.3)	306	(20.3)
1987/88	929	692	(74.5)	192	(20.7)	32	(3.4)	13	(1.4)	237	(25.5)
1988/89	1093	838	(76.7)	168	(15.4)	67	(6.1)	20	(1.8)	255	(23.3)
1989/90	1083	843	(77.8)	155	(14.3)	60	(5.5)	25	(2.3)	240	(22.2)

Source: Certificated Personnel Records, Alberta Education

Part C Themes from the Interviews

Follow-up interviews were conducted with 32 respondents to the survey who were teaching part time or substitute teaching. Three general themes emerged from the telephone interviews. These themes relate to perceptions of being place bound, perceptions of unfair hiring practices, and perceptions of low demand for certain areas of specialization. The following is a discussion of these themes.

Perceptions of Being Place Bound

In making their decisions as to where to apply for teaching positions, the majority of those interviewed expressed concerns related to issues of stability. For those participants that were married, with or without children, stability was viewed in terms of whether their spouse was able to move, and whether the "teaching position" would be the major source of stable income for the family. A recent graduate explained, "I have to stay in Edmonton because of my husband's work and because we are starting a family. I have to try and juggle pregnancy, family, husband, and career." Another woman made the comment, "I am willing to move anywhere in Alberta or B.C., providing my husband can find work there." Two participants expressed the need to be close to a post-secondary institution so their spouse could complete his or her education. Nine of the participants felt they had to delimit their job search to areas within close proximity (commuting distance) to their community. The reality for these respondents is that their family is established in the community – some own their own home, some have children enrolled in the school system, and all have developed established networks of friends and activities in the area.

In the case of the unmarried participants, some indicated they were place bound because they were involved in serious relationships, they wanted to remain close to family and friends, or they preferred the amenities of an urban area, as opposed to a small town or rural area. One respondent, a substitute teacher for one rural and two urban school systems in secondary math, commented that, based on her experience, she prefers to teach in city schools:

> Children in rural schools seem to have their whole life centered around school. They see their friends at school and like to socialize in class. City students aren't as likely to share their classes with friends. They are more apt to get down to business and work in class.

Two participants expressed the view that the philosophy of urban boards was more appealing to them; these boards provided better access to resources and a better network for teachers.

Perceptions of Unfair Hiring Practices

Almost three quarters (74 percent) of those interviewed were of the opinion that an education graduate's chances of securing a teaching position were greatly enhanced by knowing someone associated with a particular school board who was responsible for or had influence over hiring new teachers. The following comments illustrate some of the respondents' views on this issue:

> It seems that those who know someone, or have pull with the Board get the jobs. It is particularly important to know principals.

> I am not in a position to know about what jobs are available. I know that what counts is who you know, not what you know.

> Friends of mine have been substituting for years and have never been hired. They never have a chance to get to know anyone who can help them. It really is who you know that counts.

> I have an older classmate who couldn't get a job. One of her professors phoned someone downtown and she was offered a job the next day.

Forty percent of those interviewed felt substitute teaching was a good way to gain experience, to get to know the system and to make connections, thereby increasing their chances of securing a full-time teaching position in a particular school system. One interviewee was of the opinion that "people get hired that have experience substitute teaching or through temporary contracts." Another concluded, "substitute teaching helps you to get to know the network. You have a better chance to get to know who to contact for a job and when." One respondent indicated substitute teaching may be too high a price to pay to obtain a full-time position: "The only way to get a teaching position at the secondary level is to substitute in a junior high school, and I don't know if I'm willing to do that."

Other interviewees were of the opinion that substitute teaching could be detrimental to obtaining a permanent teaching position because "in subbing it is difficult to establish good relationships with the principal because of dealing with discipline problems. It is difficult to make a good impression when you have to send kids down to the office or you have to discipline them." Some felt substitutes are not treated as colleagues by other teachers; rather, they are relegated to the status of "servant" or "babysitter." While substituting gives them experience, it does not necessarily lead to permanent, full-time teaching.

Thirty-seven percent of the respondents interviewed expressed concerns regarding the perception of or experience with discriminatory hiring practices. Of these participants, four explicitly commented on discrimination based on age, five commented on discrimination based on gender, and three perceived discrimination based on previous work experience or on being overqualified (having more than one university degree). Those who perceived that they experienced discrimination based on gender and age were over 37 years of age, and with the exception of one person, were female. The following comments illustrate their feelings and perceptions about possible discriminatory hiring practices:

> A lot of people think that being young and pretty will get you a job.
>
> He told me to go buy a box of beer and sit on the beach for the summer because I'd be assured a job in September.
>
> I went to a sub meeting and was shocked to see that they were all older women. I think that they know that the older teachers have better classroom control and therefore make better subs, so they make their decision based on age.
>
> I was told by my teacher friends that I should dye my grey hair another colour before going for my job interview.
>
> I always feel interviews are a disadvantage for me. They always seem to be shopping for the least experienced person that will be cheapest in terms of starting salary.
>
> I am discriminated against because of my age and experience. It's really a shame because I have so many creative ideas.
>
> Someone with my G.P.A. [3.8] and excellent practicum reports should not be having difficulty getting a job. Many of the people who were my classmates and having problems that I helped during practicum, got hired. I am very embarrassed when I see my colleagues -- and they thought I had an advantage! I think that I'll not fill in the age section on any form again.

While the interview data enrich the questionnaire data, interpretation of the data needs to be qualified. Participation in the telephone interview was by choice, and it is possible that primarily those who were disappointed or dissatisfied for a variety of reasons agreed to participate. However, a Chi-Square Analysis of the questionnaire data based on age and employment status (Table 26) indicates that graduates who are 35 or older are more likely to be teaching part time than full time. (See Appendix C for Chi-Square Analysis on the data presented on Table 26).

Table 26

Age and Employment Status of Respondents Who Are Teaching			
	34 Years or <	**35 Years or >**	**Row Total**
Full-time	139	24	163
Part-time	32	16	48
Column Total	171	40	211

* 71 missing cases, Chi-Square = 8.36, Sig. = .005

Lack of Demand for Area of Specialization

Those interviewed who held specializations in early childhood education (ECS), social studies, English as a second language (ESL), or were elementary generalists felt their chances for a full-time teaching position were limited by the lack of available positions in these specialty areas. A teacher discussed his views on being a social studies teacher: "I feel that my specialty in social studies doesn't really matter; most people can teach social science courses. It is best to be a generalist. Even French teachers teach courses like English and CALM." In some cases, such as ECS, two participants (both were working part time) felt this area of specialization was perceived as one that anyone could teach. A teacher explained: "I think my specialization in early childhood is actually a hindrance in getting a job. I specialized in it to help me get a job, yet it seems that anyone is eligible to teach it." Those with background in ESL felt teachers in this specialty were required primarily in urban centres. One teacher commented, "While I

majored in elementary education, I have a minor in ESL and intercultural education. There is little demand for ESL teachers except with Edmonton Public. Sometimes I feel it is a detriment to include it on my resume." Respondents thought that French, industrial arts, special education, and math were the specializations most in demand.

SECTION 4

CONCLUSIONS AND IMPLICATIONS

Considerations

The purpose of this study was to examine the employment status of the 1989-90 cohort of graduates from the Faculties of Education in the Province of Alberta to determine if a reserve pool of teachers who are not currently teaching, but might teach in the future, exists. The implications and conclusions are discussed under nine themes derived from the data.

The discussion of the themes and implications of the findings of the study must be premised by the caution that predicting and analyzing trends in teacher supply is complex. The problem is embedded in a dynamic and interconnected web of economic, political, social, and demographic factors. Secondly, studies on teacher attrition and supply and demand tend to be limited to small, geographically isolated samples, which restricts their applicability to other locations. What is needed are longitudinal studies which follow teachers through ten or more years of their professional life (Heyns, 1988). Studies of this nature could take into account the different paths teachers take into teaching, late entry and re-entry patterns, as well as migrating teachers and teacher attrition.

General Findings

Based on the findings of the study it is apparent that of the 282 respondents to the questionnaire, almost 60 percent of the Spring 1990 cohort of education graduates are teaching full time, and approximately 23 percent are teaching part time. Additionally, of this sample, almost 95 percent of the graduates have an Alberta teaching certificate, 2.8% hold a certificate in other provinces, and 4.6% have not applied for a teaching certificate. These findings reveal a response bias toward those graduates who are teaching. The results reported for those graduates who are not teaching may be conservative and underestimated, as only 17.3% of the respondents are not currently teaching compared with 37.2% of the original sample. Interpretations of the findings should take into account the response bias.

When considering the original sample of 618 graduates, the findings indicate that while 62.6% of the graduates are teaching full or part time in Alberta, there are approximately 37.4% of graduates who have obtained Alberta teaching certificates but are not teaching in the province. Possible explanations for this might be that these teachers have migrated to other provinces, have elected not to teach for family or childrearing responsibilities, personal reasons, or are committed to other occupations. Clearly, those who are teaching were more reachable and more likely to respond to the questionnaire than those who are not teaching.

With regard to the 49 respondents who are not currently teaching, less than half (44.9%) are currently seeking a full-time teaching position. These 22 respondents who are not currently teaching and are looking for a teaching position constitute only 7.8% of all respondents.

Conclusions

The findings of the study confirm Alberta Education's estimate that approximately 37 percent of the graduates from the Faculties of Education in Alberta do not teach in Alberta. It can be conservatively estimated that a minimum of three percent of the graduates will obtain certificate in other provinces. Only 7.8% of the respondents are currently looking for teaching positions, and the remaining ten percent are engaged in other activities. Of those looking for teaching positions, some are place bound because of family responsibilities, spouse's occupation, or preference for a position in an urban area; others may have difficulty finding a position because their area of specialization is not in demand. There may be more education graduates looking for teaching positions than found in this study because of the response bias in favor of those who are teaching, but it cannot be assumed that the graduates who are not teaching constitute a substantial reserve pool of teachers for Alberta because some have left the province and others are committed to other occupations. More realistically, the reserve pool of graduates (those who are available to teach and are likely to enter the profession in the future) is actually comprised of less than half of those not currently teaching.

IMPLICATIONS

Preference for Urban Location

Based on the themes that emerged from the interviews and questionnaire data, the most predominant factors limiting opportunities for education graduates to secure a full-time teaching position are that they are restricted in their search for positions by their family commitments, their spouse's occupation, and/or their preference for an urban location. There appears to be little rural boards can do through their policies or hiring practices to attract these graduates to their jurisdictions, unless they are willing to implement distance learning technology.

In turn, Faculties of Education could assist place-bound teachers by providing training (both pre-service and in-service) in how to be effective teachers using distance learning technology. Teachers so trained could remain in urban centres and at the same time help to alleviate the demand for teachers in rural areas. Faculties could also recruit students who are interested in teaching in rural areas. Education students need to be informed that those who are place bound or prefer a position in or near an urban centre may have more difficulty securing a teaching position than those willing and able to relocate to rural areas.

Family Commitment

Family and childrearing commitments are an important variable in analyzing the potential pool of reserve teachers. These commitments contribute not only to the group of education graduates who are place bound but also to the group of graduates who have no intention of teaching upon graduation or in the future, as well as to the group who will delay entry to the profession or re-enter after a few years of child rearing. However, most teacher supply studies do not take into consideration late entry, re-entry, or relocation of teachers.

Other Employment

Only about six percent (6.4%) of the sample pursued a job opportunity outside of education and, within that 6 percent, only one individual indicated the likelihood of returning to teaching in the future. As noted at the beginning of this section, the percentage is probably a conservative estimate. Consequently, we can say with some certainty that at least 6 percent of the graduates will pursue other careers.

Delayed Entry

Nearly 20 percent of the respondents in this study are not teaching. Unless they secure a teaching position within the next year or two, they are unlikely ever to teach. The longer these education graduates are away from the profession and the more experience they have with other employment, the less likely they are to enter or to return (Heyns 1988).

Postgraduate Education

While small in numbers (1.4% of the sample), the group of graduates who are pursuing further education represents a potential reserve pool of teachers. All respondents in this group indicate that they plan to enter teaching once they have completed post-graduate studies.

Specialization not in Demand

Many of the participants were of the opinion that their area of specialization was simply not in demand. This was particularly true of the early childhood education, social studies, English as a second language, and some elementary generalists. The problem is compounded by the fact that many of these respondents are place bound. They restricted their job search to urban centres or to areas within commuting distance of an urban centre. They were of the view that the real demand for teachers was in the areas of special education, French, industrial arts, and music. The recent survey of Alberta's school superintendents (1990) reinforces these perceptions with findings that indicate abundant applications for teaching in the areas of language arts, social

studies, physical education and elementary generalists, and a paucity of applications in the areas of French, counseling, industrial and vocational education, home economics, music/band, physical sciences, and math/science combination.

To alleviate teacher shortages in specialty areas, school boards, especially in rural and northern areas, might consider offering subject specific bursaries, particularly to local students. These bursaries should include some assurance that the individual will return to the community to teach for a specified period of time.

Recruitment

Lortie (1986) suggests that teachers play a significant role in recruiting new members into the profession. If this is true, then perhaps the perception among substitute teachers that they are not being treated as colleagues may be detrimental to the retention of some talented, yet subsequently "turned off" teachers.

Hiring Practices

Due to the sensitivity related to any allegations regarding perceptions of unfair hiring practices, the interpretation and discussion of data must be premised with a few cautionary notes. First, with regard to perceptions of discrimination based on age and gender, it ought to be noted that these comments are essentially the reflection of women who have applied for teaching positions with a particular school board. It is difficult to discern to what extent these perceptions about age and gender bias as well as those about favoritism in hiring reflect the hiring practices of some school boards, or whether they are more a reflection of the personality and disposition of the respondents. Friesen's (1990) study on why teachers leave the profession also found some concerns about age and gender. Some women who were on maternity leave felt their chances of returning to teaching would be enhanced by school boards' willingness to hire older teachers.

The perceptions and opinions of the respondents in this study indicate the potential need for school boards, in reviewing their teacher recruitment policies and practices, to be cognizant of and sensitive to issues of gender and age. The findings of the Heyns' study (1988) suggest that late entry teachers tended to be more talented, more qualified (in terms of credentials and job experience) and more satisfied in their work than younger, or early entry teachers. In addition, teacher retention tends to be higher among women with children. What these findings suggest is that if the participants' perceptions of discrimination have validity in practice, then perhaps school boards are by-passing a rich pool of talented teachers.

Reserve Pool of Teachers

The findings of the study indicate that, based on the responses of recent graduates of the Faculties of Education in Alberta, there appears to be a very small reserve pool of teachers. However, implications of these findings must be interpreted in light of the fact that only 17 percent of the respondents were not employed in teaching, and that 37 percent of the sample who had applied for teaching certificates could not be identified by Alberta Education as teaching in Alberta, and there was no further information concerning this group. Thus the potential reserve pool of teachers may be larger than the study suggests. However, recent studies (Grissmer & Kirby, 1991; Heyns, 1988; Smith, 1988) caution that, of this reserve pool, many former or potential teachers may have settled into other careers, moved to other provinces, or simply do not want to teach. Additionally, because of the general aging of the teaching force, quotas on admission to Faculties of Education, inter-provincial migration due to an unstable economy, and many graduates' lack of mobility due to family obligations, the reserve pool is dynamic and possibly diminishing.

SECTION 5

RECOMMENDATIONS

Recommendations arising from the findings in this study of recent education graduates focus on attracting teachers to rural Alberta schools and on ensuring the hiring practices of school boards are fair toward older female applicants.

The results suggest that there may be an imbalance between teacher supply and demand in rural areas. Creative solutions may be needed to deal with this continuing issue. Education programs should reflect the particular needs and characteristics of rural life and rural teaching. Such programs should also permit students to gain practical experience teaching in rural communities and be more accessible to residents of rural areas. This first set of recommendations addresses teacher supply in rural areas.

Recommendation 1: It is recommended that Faculties of Education, in cooperation with Alberta Education, rural school jurisdictions, and other educational partners, reflect the reality of teaching in rural and isolated communities in their courses and programs.

Recommendation 2: It is recommended that Faculties of Education prepare proposals for offering site-based teacher education programs in cooperation with local school jurisdictions in rural areas.

Recommendation 3: It is recommended that Faculties of Education consider what can be done to attract or select students who will teach in rural areas.

Recommendation 4: It is recommended that Faculties of Education do regular follow up with their graduates and use the information to adjust programs and admission practices.

Recommendation 5: It is recommended that rural school boards, in cooperation with The Alberta Teachers' Association, actively recruit residents to the career of teaching.

Recommendation 6: It is recommended that rural school boards provide financial assistance to residents who are willing to complete teacher education, with the understanding that those sponsored make a commitment to return to the sponsoring jurisdiction to teach for a specified period of time.

Some of the issues in this report concern school boards throughout the province. These deal primarily with the hiring of women with family responsibilities and with older women returning to the work force. School boards should make an effort to reduce the perception of unfair hiring practices. The final recommendations address these concerns.

Recommendation 7: It is recommended that school boards review their hiring policies and practices to ensure that they are not discriminating against older or female applicants.

Recommendation 8: It is recommended that school boards offer flexible working conditions to returning teachers, such as job sharing and part-time employment.

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APPENDIX A

THE UNIVERSITY OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

Faculty of EDUCATION
Department of
EDUCATIONAL POLICY and ADMINISTRATIVE STUDIES

Telephone (403) 220-5675

March 15, 1991

Dear Recent B.Ed. Graduate:

SURVEY OF RECENT B.ED. GRADUATES

This letter is to invite you to participate in an important study sponsored by Alberta Education. The purpose of the study is to examine the employment status and career plans of recent B.Ed. graduates from the three universities in Alberta.

Alberta Education, Faculties of Education, School Superintendents, School Trustees and the ATA are examining more closely why students seek a B.Ed. degree, what they plan to do with this degree, and why some graduates do not become classroom teachers. With space limitations in university education programs and potential teacher shortages in the mid 1990's, there is considerable concern regarding why many recent B.Ed. graduates do not enter teaching.

Your name is among those who recently graduated with a B.Ed. degree, and we feel that your opinions and experiences are highly relevant to these concerns. As we are able to survey only a portion of recent graduates your response will be most helpful to the collection of information helpful to the understanding of teacher education graduates.

The questionnaire should take approximately fifteen minutes of your time. Please complete the enclosed questionnaire carefully and completely and mail it in the enclosed addressed stamped envelope.

All individual answers are strictly confidential and findings will be reported in aggregate terms.

We sincerely appreciate your prompt attention to this brief survey. Your response is important to us and will be of benefit to education in Alberta.

Thank you for your help.

Sincerely,

A. Boberg L. Bosetti

/jrz
Encl.

SURVEY OF RECENT GRADUATES OF FACULTIES OF EDUCATION

Educational Information

1. **Faculty of Education**

   U. of A._____ U. of C._____ U. of L._____ Other_____

2. **Year and Month of Graduation**_____
   year month

3. **Degree(s)** B. Ed._____ B.Ed (After)_____

   If B.Ed (After) Give University, year and month of graduation for your **other** degree as well as the type(B. Comm., B.A. (Hist.)...)

   _____
   year month degree

4. **Grade Point Average(Education degree)**

   If a 9 point scale_____ If a 4 point scale_____ Other_____

5. **Teacher Certification Program**

   Circle the combinations that best describe your specialization(s)

01 Elementary	06 Secondary	11 Early Childhood	16 French(second lang.)
02 Home Economics	07 Fine Arts	12 Music	17 French Immersion
03 Physical Education	08 Special Ed.	13 English	18 Industrial Ed.
04 Social Studies	09 Languages	14 Mathematics	
05 Sciences	10 Business Ed.	15 Vocational Ed.	

   Other_____

6. Did you apply for a Teacher's Certificate?

   In Alberta_____ Elsewhere(specify)_____ No_____

Demographic Information

1. **Gender:** Female_____ Male_____

2. **Age:**_____

3. **Marital status:** married_____ single_____ divorced_____ other:_____

4. **Number of Children** _____

over →

5. **Family Occupational and Educational Information**

a What is/was the **principal occupation** of your:

father?_____

mother?_____

spouse (if any)?_____

b What is the highest level of **formal education** reached by your :

father?_____

mother?_____

spouse (if any)?_____

6. Are there any other educators in your immediate family?

Yes_____Number_____No_____

7. **A.** Circle the description that best describes where you attended **high school.**

1 A medium or large city within Alberta.

2 A rural area or small town within 100 km of a medium or large city within Alberta.

3 A remote rural area within Alberta.

4 Other rural area or town in Alberta.

5 Outside of Alberta(specify town/city and province/country).

_____ _____

B. Circle the description that best describes your **current location.**

1 A medium or large city within Alberta.

2 A rural area or small town within 100 km of a medium or large city within Alberta.

3 A remote rural area within Alberta.

4 Other rural area or town in Alberta.

5 Outside of Alberta.(specify town/city and province/country).

_____

REASONS FOR PURSUING AN EDUCATION DEGREE

TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS. USE THE SCALE:
(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

I pursued a teaching degree because:

		SA	A	U	D	SD
1.	I was encouraged by my parents.	1	2	3	4	5
2.	Education was my first choice of university programs.	1	2	3	4	5
3.	I was influenced by a former teacher.	1	2	3	4	5
4.	I felt it was an easy degree to get.	1	2	3	4	5
5.	I wanted to be a teacher.	1	2	3	4	5
6.	I enjoyed working with young people.	1	2	3	4	5
7.	I was attracted to the yearly teaching schedule.	1	2	3	4	5
8.	I enjoyed school.	1	2	3	4	5
9.	Teaching is a secure career.	1	2	3	4	5
10.	I enjoyed previous experiences in teaching. (camp counsellor, volunteer teaching, ...)	1	2	3	4	5
11.	I wanted to have an impact on students' lives.	1	2	3	4	5
12.	I wanted to teach my subject specialization.	1	2	3	4	5
13.	I liked the respect that accompanies a teaching position.	1	2	3	4	5
14.	I was not able to finish another degree.	1	2	3	4	5
15.	I did not meet entry qualifications for another faculty.	1	2	3	4	5
16.	Teaching is a positive way to contribute to society.	1	2	3	4	5
17.	Teachers' salaries are attractive.	1	2	3	4	5
18.	Teaching gives me an opportunity to work in my community.	1	2	3	4	5
19.	Teaching is a good career to combine with raising a family (or other pursuits like farming, travel, etc.)	1	2	3	4	5

If not adequately expressed above, please give a short statement outlining the reasons that you pursued an Education degree.

_____

_____

_____

over →

CURRENT EMPLOYMENT AND CAREER PLANS

IF YOU **ARE** EMPLOYED IN EDUCATION
COMPLETE **SECTION 1**

IF YOU **ARE NOT** EMPLOYED IN EDUCATION
COMPLETE **SECTION 2 (next page)**

SECTION 1

1. Please check the categories that apply to your employment situation.

____Full time teacher(give grade and subject area)_____

____ Private School
____ Public School
____ Separate School

____ Regular position
____ Temporary position
____ Part time teacher

____ Other employment in Education_____

If employed **part time** indicate by **ranking** which of the following statements describe your situation(1 = highest rank, 2 = next highest rank etc., 0 = not applicable)

___ Attending university (for what purpose)_____
___ Looking for a full time teaching position
___ Substitute teaching
___ Looking for a position outside education(specify)_____

___Other_____

2. Do you plan to be teaching (circle one for each category)

a. next year?	Yes	No	Undecided
b. in the next 2-3 years?	Yes	No	Undecided
c. in the next 4-5 years?	Yes	No	Undecided

3. In obtaining a position, check all job search strategies that you may have used.

____ I sent unsolicited applications to boards throughout the province .
____ I sent unsolicited applications to selected school boards.(specify basis of selection)

_____

____ I sent applications in response to advertisements.
____ I sent applications in response to listings at my Faculty/University Placement Office.
____ I was offered a position during my Practicum with my board.
____ I had a contact or referral from my board/school.

___Other_____

4. What do you **like most** about teaching ?

_____

_____

What do you **dislike most** about teaching ?

_____

_____

End of Section 1------Thank you for completing this survey
Please return in the enclosed envelope
If you are teaching <u>part time</u> please also complete Section 3

SECTION 2

TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS. USE THE SCALE:
(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree)

I am not currently teaching because:

		SA	A	U	D	SD
1.	I did not actively pursue a teaching position.	1	2	3	4	5
2.	I pursued teaching positions in, or close to, urban areas only.	1	2	3	4	5
3.	My area of specialization was not in demand.	1	2	3	4	5
4.	I discovered that I did not like working with children.	1	2	3	4	5
5.	There were other preferred job opportunities available when I graduated.	1	2	3	4	5
6.	I was not offered a teaching position.	1	2	3	4	5
7.	I wanted another degree.	1	2	3	4	5
8.	My university training did not adequately prepare me to teach.	1	2	3	4	5
9.	Teachers work too hard.	1	2	3	4	5
10.	I discovered I did not like teachers' working conditions.	1	2	3	4	5
11.	I was unable to relocate to get a teaching position.	1	2	3	4	5
12.	I am raising a family	1	2	3	4	5

If not adequately expressed above, please give a short statement outlining the reasons why you are not teaching.

_____

_____

13. Indicate your current employment status by **ranking** the following statements as they best describe your situation.
(1 = highest rank, 2 = next highest rank, etc., 0 = not applicable)

___ Working full time(specify)_____

___ Attending university (for what purpose)_____

___ Pursuing a career outside education(what type)_____

___ Looking for a full time teaching position

___ Looking for a part time teaching position

___ Homemaking

___ Other_____

over →

14. If you are **still seeking** a teaching position, please check off which of the following job search strategies you have used.

____ I sent unsolicited applications to boards throughout the province .

____ I sent unsolicited applications to selected school boards.(specify basis of selection)

_____

____ I sent applications in response to advertisements.

____ I sought a contact or referral from my board/school.

___Other_____

15. Do you plan to pursue a teaching position (circle one in each category)

a . next year?	Yes	No	Undecided
b. in the next 2-3 years?	Yes	No	Undecided
c. in the next 4-5 years?	Yes	No	Undecided

Under what conditions would you consider pursuing a teaching position?

_____

_____

_____

Please answer the question in Section 3

Section 3

IF YOU ARE NOT TEACHING FULL-TIME WOULD YOU BE WILLING TO TAKE PART IN A FOLLOW-UP TELEPHONE INTERVIEW REGARDING THE TOPICS IN THIS SURVEY?

YES_____ NO_____

IF YES, PLEASE GIVE YOUR NAME, TELEPHONE NUMBER AND THE BEST TIME OF DAY AND DAY OF THE WEEK TO CONTACT YOU.

NAME:_____

TELEPHONE NUMBER:_____

DAY:_____TIME_____AM/PM

Thank you for completing this survey

Please return it in the enclosed envelope

APPENDIX B

RESPONDENTS' OPEN-ENDED COMMENTS

If not adequately expressed above please give a short statement outlining the reasons that you pursued an education degree.

I have always wanted to be a teacher. (11)
-I wanted to become an educator.
-I was never interested in any other career than teaching.
-I did not know what else to do.
-I saw being an educator as one of life's biggest challenges and I never turn down a challenge.
-I love teaching.

A stepping stone to a further degree/career. (10)
-It is a degree that gives one transferable skills to other careers and jobs.

I wanted to feel that I was doing something for a living that was helpful to someone/society. (7)
-wanted to do something worthwhile with my degree.
-wanted to have an impact on a child's life.
-wanted to change the lives of those I taught.

I have always enjoyed helping and working with people. (5)
-children give me a tremendous sense of self worth.
-I am people oriented, too active for a clerical profession.
-I really enjoy working with children.

A strong desire to work with children in a career that would mesh with my own family/lifestyle. (8)
-I was a parent with children in school and "grew" into a teaching role.
-being a single parent I took a secure route in my choice of profession. On the other hand, I do not feel that teaching is necessarily an appropriate or easy profession to blend with the raising of a family. The long prep hours are a killer for my daughter.
-I loved working with children but was unable to support myself on Day Care wages.

I enjoy the teaching/learning process. (5)
-I want to instill the desire to learn into students that was modeled for me.

What do you like about teaching?

Student/teacher interaction or contact. (102)
-students' enthusiasm and spontaneity.

To help and work with young people. (59)

I enjoy teaching when I can see the results of my efforts in the students' achievements. (43)
-when they "catch on/succeed/learn/grow.

Ability to make a difference in a student's life. (29)
-being a part of children's lives.
-position of influence in a child's life/chance to role model.
-the satisfaction of knowing that I have reached a child.

The exciting variety and challenging nature of the profession. (26)
-the liveliness and creativity needed/special planning.

Camaraderie, working with and support from other staff members. (15)
-the people/team work.

I like working with children. (12)

Personal satisfaction. (12)
-daily rewards/when things go well.

Contributing in a positive way to society. (6)

The subject area I am in. (4)
-sharing my knowledge.

Flexibility when bringing up family. (3)

Holidays. (3)

Pay. (2)

Security of the job. (2)

Hometime/days go fast. (2)

Having and influence in the community. (2)

Self/autonomy/making my own decisions. (2)

It was important for me to build on certain skills (communication and organization).

A great, comfortable lifestyle, challenging, yet flexible.

Allows me to teach in a community setting to specialized groups.

Responded to a perceived need for French immersion teachers.

I completed my degree for my own personal satisfaction.
My major is Physical Education. I love sports and I wanted to continue with this aspect of my life. As well, I wanted other children to become aware of the many different activities and enjoy playing them as I do.

The degree is respected worldwide and can be used as a ticket for foreign travel. (3)
-I want to work overseas.

I thought education (teaching) would be the most satisfying profession. (3)
-what I really want is happiness and I get this through teaching.

Career path change. (2)
-I was in enforcement, I felt that teaching would be more of a positive way of dealing with problems, instead of giving tickets after the fact.
-from real estate.

I thought teaching is something that I could do well. (2)

I already had a teaching certificate from (elsewhere). I needed to upgrade for Alberta Certification. (2)

I was attracted to the broad scope of the education program.

I enjoyed previous teaching experiences.

Encouragement from my friends.

Initially I pursued my B.Ed. because I was not accepted into rehabilitation therapy but as I went through the program I realized that my aptitudes/outlook were suited well by teaching.

I wanted to work with children as a speech therapist, but was unable to make the quota my second year in education.

I pursued an education degree because I was relatively poor and it offered me a way to study English and put it to practical use.

I have a previous degree (B.A. Psychology) that I could do nothing with. The B.Ed. (After) allowed me to use my previous education and eventually get paid for both degrees.

I hated grade school and wanted to make it a more positive experience for young people.

I internalized messages about appropriate careers for women.

What do you dislike most about teaching?

Not enough time. (52)
-lack of preparation time.
-after hours time commitments.
-always being behind.

Behaviour and discipline problems. (34)
-dealing with difficult students.
-motivating students.
-lack of interest/self-discipline seen in youth.
-hassles about homework.

Disrespect for teachers. (25)
-from students.
-from parents and community.
-society's low level of respect for the role of the education system as a whole.
-lack of recognition/understanding of job requirements by those outside teaching.
-attitudes that teaching is for those who couldn't make it in another profession.

Extra workload. (25)
-taking work home with you/marking.
-extra curricular demands.
-too much responsibility.
-fund raising activities.
-ridiculous teaching assignments for first year teachers.

Paper work and administrative time. (18)

The lack of support from administration. (14)
-poor leadership.
-administrative bull----.
-poor decisions.

The politics and bureaucracy involved. (13)
-red tape
-arrogant school boards.
-lack of autonomy given by school boards.

Low salaries. (11)
-I make $100 more than the person who cleans the school.

Coping with stress. (7)

Class sizes too large. (6)
-too many SLD students in rooms.

Hassles with parents. (6)
-apathetic parents.
-dealing with problems that are parents' responsibility.
-unrealistic demands from parents.

Problems with coworkers. (4)
-slack, grumpy, burnt-out teachers.

-lack of support.
-lack of communication between specialists and teachers

Supervision. (4)

Uncertainty
-of first year position. (3)
-of standards/benchmarks for performance. (2)

Evaluation. (3)
-report cards.
-grading creative activities.

Multiple roles of teachers. (2)

The hopelessness in the home lives of many young people.

The wide gulf between theory and practice.

Constant vulnerability to fake accusations of physical and sexual abuse.

Being forced to join a union that does nothing for teachers.

Lack of funding.

Extended comments

"All the lesson planning it requires. I am at school from 8:00 a.m. to 5:00 p.m. with coaching after school then there is the daily lesson plans one must do, not to mention making and correcting exams. My day ends about 12:00 a.m."

"Discipline and first year work load ... no time for a personal life ... do school work every day of the week just to keep up."

"I am terribly alarmed by discipline problems in schools today - what a change from my earlier years as an elementary teacher - I am truly alarmed!" (Age 51)

"The lack of respect for the teacher as a partner in education. The focus in school is becoming more and more content, less and less on the affective areas of learning. Teachers are faced with children who have more needs than ever before - you have to be a teacher, a parent, a social worker, a family counselor, a soup kitchen worker. This is the reality but Alberta Education is focusing on content. Who can learn when these other needs are ignored? We have to pay more time and attention to those needs, instead of just "pressing on" with curriculum content. Perhaps recent graduates are looking at the nearly impossible job of the teacher and opting out. They need to know that they can make a difference."

" ... it bothers me that after four years of university we as professional are not paid even one-half of what other graduates of a four-year university program are. If you want B.Ed. graduates to stay in the field of classroom teaching, they better be paid as the professionals they are."

"Starting salaries ... are poor. I made the same type of money as a labourer without the hours of work at night preparing materials, meetings, etc. I made more money six years ago as a respiratory therapist with two years of NAIT -- also without all the extra work on my personal time. I resent this."

If not adequately expressed above, please give short statement outlining the reasons why you are not teaching.

-Edmonton Public hired many teachers from outside Edmonton and although my home is Edmonton and my education was taken in Edmonton, they did not want me.
-A hiring bias in Lethbridge gives preference to local grads.
-Preference is given to out-of-province grads from Ontario, Saskatchewan and B.C.
-The field was not as "open" as publicized.

-raising my own children is more important than career or financial gains.
-currently pregnant.
-too busy with other projects.
-I can't commit to full-time teaching now.

-I did not feel confident about teaching after I graduated because my marks were fairly average.
-I found that during my last practicum round that I did not have adequate classroom management techniques.

-I was in need of improving my French abilities so I could be more effective.
-I immediately pursued my Master's degree.
-I was not comfortable enough in my academic knowledge so I sought to increase my knowledge base.

-I need the flexibility and independence of contract teaching.
-I need more flexibility than a full-time position would give me.

-I was not able to relocate to a rural area.
-I limited myself in applying to only one board.

-I did not like the current situation in which teachers face extreme cutbacks, extensive legal obligations and low pay for intensive work.
-too much demand on my personal time.

-I could not find a full-time position.

-I did not have a support group to assist me with my children.

Under what conditions would you consider pursuing a teaching position?

Anything close to an urban area. (7)
-any condition except leaving the city.
-if offered one in Calgary or .
-if I were offered a probationary contract at a nearby board.
-in town - part-time, out of town - full-time.

Teach adult education. (2)

Being wanted! (2)

More support from administration.

Less conservative conditions (hiring based on years of experience now.

After completion of Master's degree.

Not a grade 7 class.

If I accept another position or not.

Teach science to high school students only.

If teaching at university doesn't pan out.

When I tire of my current position.

When my own children are in school.

Only if financially necessary.

When I am entirely sure that this is the career that I want to pursue.

Better salaries/less time demand.

When I am living closer to where it is convenient for me to teach.

It would depend on how settled I am in my own life. I'd prefer to work for a larger board but not necessarily in Edmonton or Calgary (Lethbridge, St. Alberta). I would also love to teach overseas.

The interview I did get, I flubbed up on.

Before I was offered a position in Canada, I accepted a teaching position for two years in China.

I previously taught, but I am now living in an area too remote to commute to teach.

I felt I needed some experience before trying to relate to students who are still quite close in age to me.

APPENDIX C

CHI-SQUARE ANALYSIS FOR TABLE 26

Age and Employment Status of Respondents Who Are Teaching

	34 or Younger		35 or Older		Total
	Observed	Expected	Observed	Expected	
Part-Time	139	132.0995	24	30.90047	163
Full-Time	32	38.90047	16	9.099526	48
Totals	171		40		211

Formulas for expected values row total x column total/total

Part-time younger	171x163/211	=	132.0995
Part -time older	40x163/211	=	30.90047
Full-time younger	171x48/211	=	38.90047
Full-time younger	40x48/211	=	9.099526

Ho: Age is independent of the status of employment
Ha: Age is not independent of the status of employment

Rejection Rule: Reject if calculated Chi-Square > Critical Chi-Square
Critical Chi-Square: Degrees of Freedom = 1, at the .01 level of significance, = 6.635

Calculated Chi-Square: = Sum of {(observed - expected) ^2/expected}, i.e.:

Four components here:

0.36046
1.224061
1.540965
5.232859

Calculated Chi-Square = 8.358344

Therefore, reject Ho at the .01 level of confidence, since 8.35 > 6.635